



## RICHARD H GETTYS MIDDLE

105 Stewart Drive  
Easley, SC 29640

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	1,317 Students	
<b>Principal</b>	Michael S. Cory	864-397-3900
<b>Superintendent</b>	Henry H. Hunt, Ph.D.	864-397-1000
<b>Board Chair</b>	Alex Saitta	864-397-1029

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Good</b>	<b>Average</b>
2010	Good	Average
2009	Average	Average
2008	Average	Below Average
2007	Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

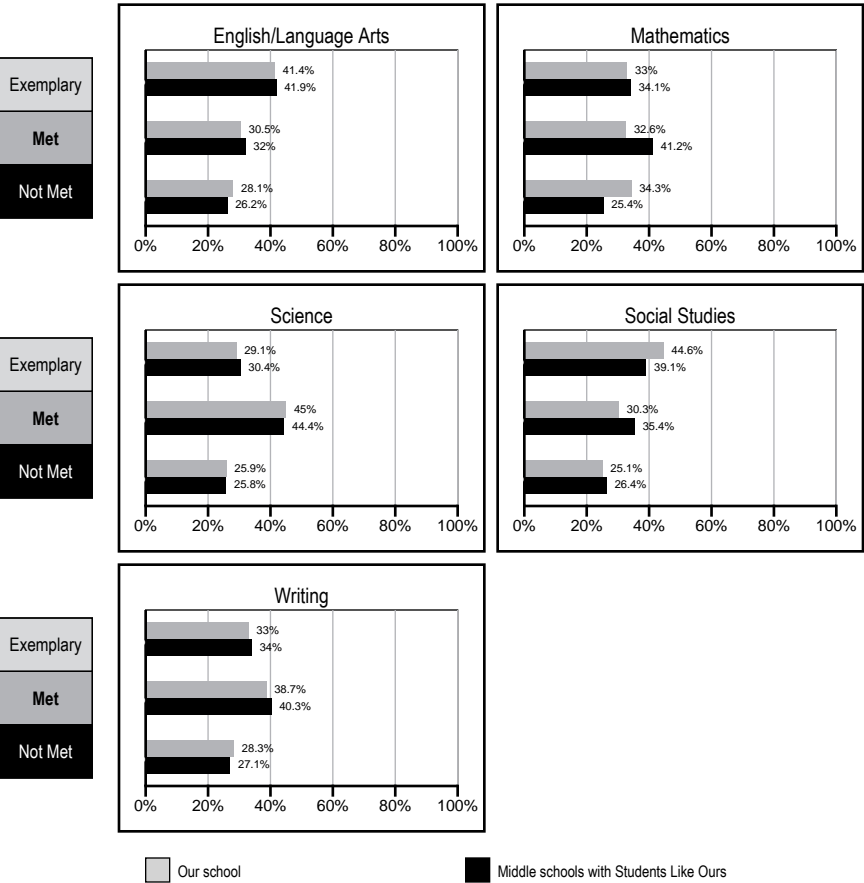
98.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
8	23	13	0	1

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	98.8%	97.6%
English 1	100.0%	92.6%
Biology 1/Applied Biology 2	N/A	96.9%
Physical Science	N/A	24.1%
US History and the Constitution	N/A	100%
All Subjects	99.3%	95.3%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=1,317)				
Students enrolled in high school credit courses (grades 7 & 8)	61.7%	Down from 62.4%	31.0%	24.5%
Retention rate	0.2%	Up from 0.0%	0.5%	0.7%
Attendance rate	95.7%	Down from 96.0%	96.1%	95.9%
Served by gifted and talented program	27.1%	Up from 24.5%	21.5%	17.8%
With disabilities other than speech	10.1%	Down from 11.1%	8.4%	9.2%
Older than usual for grade	1.4%	Up from 1.2%	0.9%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Up from 0.1%	0.4%	0.4%
Annual dropout rate	0.0%	Down from 0.1%	0.0%	0.0%
Teachers (n=76)				
Teachers with advanced degrees	64.5%	Up from 64.1%	61.3%	60.0%
Continuing contract teachers	82.9%	Down from 84.6%	82.0%	82.6%
Teachers returning from previous year	84.8%	Down from 84.9%	87.7%	85.6%
Teacher attendance rate	94.9%	Down from 96.5%	95.5%	95.3%
Average teacher salary*	\$46,763	Down 1.4%	\$46,790	\$46,300
Professional development days/teacher	11.9 days	Up from 10.4 days	10.0 days	9.9 days
School				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	24.4 to 1	Up from 23.0 to 1	23.3 to 1	21.5 to 1
Prime instructional time	90.0%	Down from 92.0%	90.5%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.6%	Up from 84.5%	99.1%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$6,372	Down 2.9%	\$7,146	\$7,634
Percent of expenditures for instruction**	62.3%	Down from 62.7%	64.5%	64.0%
Percent of expenditures for teacher salaries**	60.4%	Up from 57.5%	62.1%	61.2%

\* Includes current year teachers contracted for 185 or more days.  
\*\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Gettys Middle School students, staff, administration, and community are "Making Gettys Great." The 2010-2011 school year has been a very successful year at Gettys Middle School. We have set high expectations for our students learning and development. Our school's absolute rating was the highest we achieved in the past eight years and higher than 73% of all middle schools in South Carolina.

Academically, our students have achieved award winning excellence. Our focus on literacy initiatives produced five significant writing awards for our students. These five students from our school placed in the top ten of the SC Dialogue Foundations Writing Contest and one of our teachers were named their Teacher of the Year. A record number of students received Presidential Academic Excellence awards from President Obama as well as dedicated participation in our National Junior Honor Society and BETA Clubs. Our students completed MAPS testing to chart their individual growth in Math and English and numerous students have shown outstanding gains. As a school, our students exceeded national averages in all grade levels and all subjects tested for each of the three MAPS testing periods. Several students participated in the Bi-Lo Invention Convention in the area of Science and Technology and one student was recognized for his outstanding math performance by MathCounts. Other successful clubs were the Robotics Club, History Club and Mock Trial Club that increased student engagement and academic success.

Our goals are to achieve academic excellence, positive character development, and successful partnerships with our families and communities. Each of these goals was accomplished with award-winning efforts and people working together. Our Red Carpet Award school received the 2011 Safe Kids School Award for our emphasis on safety and student wellness. The Bridges to Success academic program that meets the needs of at-risk learners showed excellent results. Our teacher's outstanding efforts were recognized in two grant awards: the ING grant that focused on student wellness in our school's 5K walk/run as well as the Target Grant to support our students on field trips. An English teacher was awarded the WYFF Golden Apple Award, another teacher received national board certification, and a Social Studies teacher received the Palmetto Award. Our efforts on character education produced award lunches for hundreds of students that was sponsored by our PTO organization. We also benefited from tremendous support from our Breaker Buddies mentoring program and Clemson University's Middle Passage. Our students conducted numerous service projects and donated to several community charities. Athletically, all of our teams had successful seasons. Our Fine Arts received numerous awards including our band program that received their first Outstanding Band Program Award. An Art student received a third place award by the Pickens County Cultural Commission for their creative work. We are extremely grateful to our students, staff, volunteers and PTO parent organization for a very successful year. Working together we can continue to "Make Gettys Great!"

Michael Cory, Principal and Twon Austin, SIC Chairman

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	70	386	188
Percent satisfied with learning environment	95.7%	67.7%	84.7%
Percent satisfied with social and physical environment	90.0%	73.8%	76.1%
Percent satisfied with school-home relations	90.0%	82.9%	81.1%

\* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 20 out of 29 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.1%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	94.0%**	Yes

\* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	1318	99.8	28	30.5	41.5	80.7	86.5	82.4	Yes	Yes
Gender										
Male	699	99.7	33.1	29.9	37	76.8	83.5	78.7	N/A	N/A
Female	619	99.8	22.2	31.2	46.6	85	89.8	86.2	N/A	N/A
Racial/Ethnic Group										
White	1054	99.8	25.1	29.9	45	82.6	88.1	88.9	Yes	Yes
African American	172	100	47.5	29.1	23.4	66.5	74.2	72.9	No	Yes
Asian/Pacific Islander	23	95.7	9.1	40.9	50	100	96.9	93	I/S	I/S
Hispanic	66	100	31.1	41	27.9	78.7	79.6	79.3	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	78.8	83	I/S	I/S
Disability Status										
Disabled	155	100	73.1	18.6	8.3	40	56.2	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	42	97.6	26.1	34.8	39.1	80.4	80.4	78.3	Yes	Yes
Socio-Economic Status										
Subsidized meals	608	99.8	39.7	33.3	27	71.4	80.4	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	1318	99.9	34.3	32.7	33.1	75.2	83.8	81.9	No	Yes
Gender										
Male	699	99.9	36.8	30.5	32.7	72.4	82	79.9	N/A	N/A
Female	619	99.8	31.4	35.2	33.4	78.3	85.7	84.1	N/A	N/A
Racial/Ethnic Group										
White	1054	99.8	30.2	32.9	36.9	78.4	85.6	88.9	Yes	Yes
African American	172	100	56.3	32.9	10.8	58.2	68.5	71.4	No	Yes
Asian/Pacific Islander	23	100	34.8	13	52.2	73.9	91.4	94.6	I/S	I/S
Hispanic	66	100	44.3	34.4	21.3	67.2	78.2	81.1	No	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	93.9	84.4	I/S	I/S
Disability Status										
Disabled	155	100	82.1	13.8	4.1	30.3	52	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	42	100	38.3	29.8	31.9	70.2	80.8	81.4	No	Yes
Socio-Economic Status										
Subsidized meals	608	99.8	49	34.3	16.6	62.6	77	74.9	No	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	884	99.8	25.7	45.1	29.2	74.3	75.8	68.6
<b>Gender</b>								
Male	470	99.6	30.4	41.5	28.1	69.6	75.4	68.3
Female	414	100	20.4	49.2	30.4	79.6	76.3	68.9
<b>Racial/Ethnic Group</b>								
White	694	99.7	22.9	43.8	33.4	77.1	78.7	80.7
African American	128	100	42.2	48.3	9.5	57.8	53.2	51.4
Asian/Pacific Islander	16	100	12.5	56.3	31.3	87.5	86.8	85.3
Hispanic	44	100	26.8	56.1	17.1	73.2	65	61.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	68.2	70.8
<b>Disability Status</b>								
Disabled	107	99.1	63	35	2	37	43	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	25	100	30	46.7	23.3	70	66.3	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	420	99.8	38	46.3	15.7	62	66.1	57.3

**Social Studies**

All Students	878	99.8	24.9	30.4	44.7	75.1	77.5	72.5
<b>Gender</b>								
Male	465	99.8	25.3	27.4	47.3	74.7	77.4	72
Female	413	99.8	24.5	33.8	41.8	75.5	77.6	73.1
<b>Racial/Ethnic Group</b>								
White	718	99.7	22.8	29.4	47.7	77.2	79	81
African American	100	100	41.3	32.6	26.1	58.7	64.4	60
Asian/Pacific Islander	12	100	8.3	25	66.7	91.7	91.6	89
Hispanic	46	100	26.8	43.9	29.3	73.2	73.4	69.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	63.6	73.5
<b>Disability Status</b>								
Disabled	100	100	67	25.3	7.7	33	46.3	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	26	100	7.7	50	42.3	92.3	78	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	388	99.5	37.8	30.9	31.2	62.2	68.9	62.9

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	417	99.5	27.9	38.9	33.2	72.1	79.6	73.2	95.7	96
Gender										
Male	201	100	38.1	35.6	26.3	61.9	73.1	67.2	95.5	96
Female	216	99.1	18.4	42	39.6	81.6	86.1	79.4	96	96
Racial/Ethnic Group										
White	330	99.7	23.8	38.2	37.9	76.2	81.6	81.5	95.7	95.9
African American	60	98.3	41.1	44.6	14.3	58.9	66.5	61.3	96.1	96.5
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	82.4	87	97.8	97.9
Hispanic	17	100	56.3	37.5	6.3	43.8	67.5	66.7	95.7	96.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2	90.1	95.7
Disability Status										
Disabled	45	97.8	N/AV	N/AV	N/AV	12.2	34	26	93.7	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	99
English Proficiency										
Limited English Proficient	11	100	40	46.7	13.3	60	72.2	65.7	97	97.4
Socio-Economic Status										
Subsidized meals	182	99.5	42	37.9	20.1	58	70.9	63.2	94.7	95.4

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample



PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	436	99.5	23	37.1	40	77
	7	435	100	28.7	28.9	42.4	71.3
	8	408	99.8	35.8	32.2	32	64.2
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	452	99.3	22.7	32.1	45.2	77.3
	7	445	100	30.6	30.6	38.7	69.4
	8	421	100	30.8	28.8	40.4	69.2
Mathematics							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	435	100	27.7	37.9	34.4	72.3
	7	435	100	32.5	36.6	30.8	67.5
	8	408	99.8	39.6	39.6	20.8	60.4
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	452	99.6	30.8	32.9	36.2	69.2
	7	445	100	36.3	31.1	32.5	63.7
	8	421	100	35.7	34	30.3	64.3
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	217	100	19.2	54.3	26.4	80.8
	7	435	100	23.4	43.6	33	76.6
	8	199	100	31.6	33.7	34.7	68.4
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	227	99.1	21.5	58.4	20.1	78.5
	7	445	100	29.2	40.1	30.6	70.8
	8	212	100	22.9	41.5	35.6	77.1

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	218	100	13.3	37	49.8	86.7
	7	435	100	32	34.7	33.3	68
	8	207	100	28.5	37.5	34	71.5
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	224	99.1	16.6	30.8	52.6	83.4
	7	445	100	30.4	29	40.6	69.6
	8	209	100	22.2	32.8	44.9	77.8
Writing							
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	437	98.6	24	37.9	38.1	76
	7	437	99.8	25	42.5	32.5	75
	8	410	99.5	18.4	42.1	39.5	81.6
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	417	99.5	27.9	38.9	33.2	72.1

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample